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ABSTRACT

A social curriculum package was developed for use in adjustment training centers that serve developmentally disabled clients over the age of 16 years. The curriculum features two different instructional styles (verbal instruction and role play) for nine task areas: (1) seeking attention, (2) complying, (3) telling the truth, (4) expressing emotions, (5) accepting feedback, (6) being on task, (7) obeying community laws, (8) asserting oneself, and (9) solving problems. Field test participants lessened from an original 38 instructors to 13 and clients decreased from 118 to 30. Results suggested that the materials had to be adapted to fit each client and each center's circumstances, possibly negating the reason for developing the curriculum in the first place. The conclusion was offered that staff training may be more worthwhile than material development. The pre- and post-test for the curriculum are appended. (CL)

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Social Skill Instruction for the Developmentally Disabled: A Generalizability Problem

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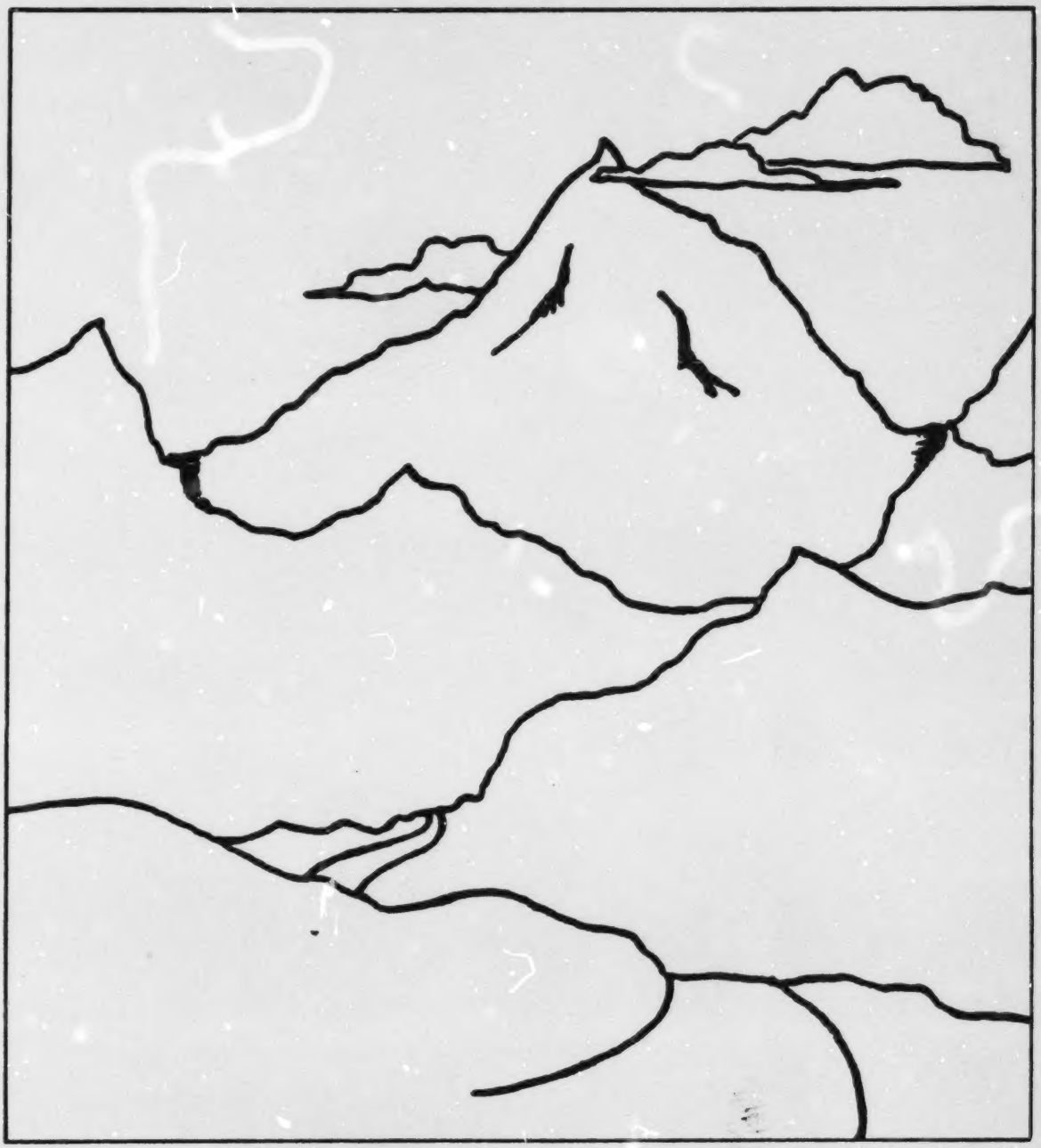

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Social Skill Instruction for the Developmentally Disabled: A Generalizability Problem

Introduction

The rationale for the importance of teaching social skills to the handicapped is drawn from the concept of mainstreaming, which emphasizes maintaining the handicapped in the least restrictive appropriate environment (Bornstein, Bach, McFall, Friman & Lyons, 1980). The need for teaching social skills arises from the fact that handicapped persons are frequently relegated to more restrictive environments because of a lack of appropriate social behaviors. Those handicapped persons who otherwise have the ability to integrate, without adequate social skills, are secluded or isolated (Stanfield, 1973). If these individuals could be taught more appropriate social skills, they could be more completely integrated into the mainstream of society.

However, the teaching of social skills is not well developed or understood, partly because social skills are not an area of formal instruction in the curriculum for the non-handicapped. The social skills most individuals acquire are the product of informal learning experiences; they are picked up through commonplace, daily social interactions and are refined into a sophisticated repertoire of behaviors possessing subtle variations. Consequently social skills have not been adequately defined; their scope and sequence have not been systematically addressed; training objectives, strategies and activities have rarely been carefully developed and refined.

Agencies working with the developmentally disabled must therefore rely almost entirely on their own staffs for the development of materials and activities designed to foster social skills - staffs that often are inadequately prepared for such a task. Over the past decade, however, some agencies have spent considerable effort developing social skills curriculum materials that have then been packaged so as to be transportable to other agencies (Alberta, 1982; Dymond, 1970). This paper details one such agency's efforts, that of the Sioux Vocational School, and covers the development of their social skills curriculum (SSC) package, the results of their field testing procedures and

contains a discussion of some factors which affect successful curriculum development.

The Sioux Vocational School (SVS) in Sioux Falls, South Dakota, is one of fifteen adjustment training centers (ATC) that serve developmentally disabled clients over the age of sixteen. The ATCs, which were developed in the state as an alternative to institutionalization of the handicapped, are transitional facilities between complete dependency or custodial care and independent living. Thus, each one is vitally concerned with the growth of the handicapped toward independence and normalization. The Sioux Vocational School is the largest ATC in the state, serving clients mostly from the Sioux Falls region - a metropolitan area with a population of over 100,000 people.

Prior to the development of the social skills curriculum, the SVS had produced several products relating to social skill development. These products included a social skills rating scale (Bernstein, Carroll & Van Soest, 1979) and a handbook outlining general instructions for teaching social skills (Wick & Webber, 1983). The SVS then obtained a grant to develop a social skills curriculum package that could be used by all of the ATCs in the state (Ferrara & Rudrud, 1982).

Project Description

The research and development model detailed by Borg and Gall (1971) was used in developing the social curriculum package. There are ten steps in the Borg and Gall procedure which are listed in Figure 1. The steps begin with the collection of information and relevant research which are used in planning the project (Steps 1 and 2). A preliminary product is then developed and field tested with a small sample (Steps 3 and 4). On the basis of feedback, a 'main product' is evolved and field tested using a larger sample (Steps 5 and 6). Then the product is revised for a second time for the 'operational product' field test which is conducted with a still larger sample (Steps 7 and 8). At the end, the product undergoes a final revision in preparation for distribution and dissemination (Steps 9 and 10).

The application of the Borg and Gall model to the Sioux Vocational School Social Skills Curriculum (SVSSSC) project has been summarized by Ferrara and

Figure 1: Research and Development Cycle as Planned for the Sioux Vocational School Social Skills Curriculum Project

Steps in the Cycle*	Description of Planned Activities
1. Research and collection of information	Make observations, review the literature and prepare a statement on the state of the art of social skills curriculums.
2. Plan development	Gather material and refine ideas. Define social skills and develop a plan of action.
3. Preliminary product development	Organize materials and ideas into a preliminary form that can be field tested.
4. Preliminary field testing	Use the prepared materials with 6 to 12 clients at one to five centers. Make observations and interview product users.
5. Main product revision	Revise the product based upon the information gathered in the preliminary field test.
6. Main product field testing	Use the revised material with 30 to 100 clients at five to fifteen centers. Gather qualitative information as well as quantitative pre- and post-test scores.
7. Operational product revision	Revise the material again based upon the results of the product field test.
8. Operational field testing	Use the revised material with 40 to 200 subjects at 10 to 30 centers. Make observations and interview the users. Institute a controlled study if possible.
9. Final product revision	Revise the material based upon the operational field test.
10. Dissemination and distribution	Publish and advertise the material.

* Taken from Borg and Gall (1971)

Rudrud (1982). The activities that were planned to correspond to each of the ten steps are presented in Figure 1.

Figure 2 again lists the steps in the Borg model but summarizes the activities completed for each step. As can be seen in this figure, the development of the SVSSSC closely followed the model. While most of the activities were close to the prescription set forth, there were some discrepancies between the activities that were planned and those that were completed. At Step 6, only three centers were used with 20 clients instead of five centers and 50 clients as was planned, and in Step 8, a control group was not identified making comparisons between groups impossible.

A major part of developing the SSC was arriving at a definition of social skills. Basically this was done by identifying nine areas deemed to be important aspects of social behavior in an activity training center setting. These are listed in Figure 3. Each area was then defined. The nine identified social skills and their definitions served as the skeleton around which the entire curriculum package was developed. A pre- and post-test was developed for each area and instructional materials and procedures were designed to enhance the acquisition of each of the nine social skills.

Basically two different instructional styles are used in the curriculum: Verbal Instruction and Role Play. Verbal Instruction always preceeds Role Play and is didactic in nature, that is, the instructor verbally gives the client information and then asks questions to determine if the client can give the appropriate verbal response. This procedure is repeated until the instructor is comfortable that the client knows the concept. (Figure 4 presents a Verbal Instruction example.) The next step is to take the concept and use it in a role playing situation. An example of that is shown in Figure 5. The verbal instructions and role playing are parallel in each of the nine areas. That is, there are first verbal instructions about what to do if someone is hurt. Then there are role playing situations in which someone pretends to be hurt. All of the nine curriculum areas are so arranged except for area 5 - Accepting Feedback, and area 6 - Being on Task. These two areas involve the instructor in observing and charting client behavior.

In the operational field testing phase of this project, which involved 13 ATCs and initially over 118 clients, 38 counselor-teachers were invited to an inservice day in October, 1983. At that time, the social curriculum

Figure 2: Research and Development of the Sioux Vocational School Social Skills Curriculum

Steps in the Cycle*	Description of Completed Activities**
1. Research and collection of information	A grant was written outlining the need for the curriculum and the state of the art (Ferrara & Rudrud, 1982).
2. Plan development	In the grant, social skills were defined and objectives were outlined (Ferrara & Rudrud, 1982).
3. Preliminary product development	A preliminary SSC was written by E. Rudrud, J. Rudrud & J. Ferrara in August, 1982.
4. Preliminary field testing	The preliminary form of the curriculum was used at SVS during the Fall of 1982.
5. Main product revision	The curriculum was revised by E. Rudrud, J. Rudrud & J. Ferrara by May 1, 1983.
6. Main product field testing	The revised SSC was tested at the Huron and Vermillion Adjustment Training Centers and at SVS during the Fall of 1983 with approximately 20 clients.
7. Operational product revision	Revisions were made by E. Rudrud, J. Rudrud & J. Ferrara by October 15, 1983.
8. Operational field testing	The operational curriculum was tested at 13 centers in South Dakota with 138 subjects.
9. Final product revision	Final revisions of the curriculum were completed (Rudrud, Ferrara & Rudrud, 1984).
10. Dissemination and distribution	The final product was sent to publishers, an article was written, a presentation was made and the final report was submitted (Gullickson & Monroe, 1984).

* Taken from Borg and Gall (1971)

** For more details of the activities consult Ferrara & Rudrud (1982) and Gullickson & Monroe (1984)

Figure 3: Definitions of Nine Identified Social Skills Used in the Development of the Social Skills Curriculum

Social Skill	Definition
1. Seeking Attention	Communicating to others that you are present and need to be acknowledged.
2. Complying	Following verbal or non-verbal directions.
3. Telling the Truth	Telling the truth even in situations where it may have unpleasant but not harmful results.
4. Expressing Emotions	Identifying and communicating one's feelings to another person in a manner that is socially acceptable.
5. Accepting Feedback	Displaying a set of behaviors that acknowledges feedback (either praise or criticism) but does not interfere with the completion of tasks.
6. Being on Task	Maintaining a production rate that makes competitive employment possible.
7. Obeying Community Laws	Complying with community standards, codes and laws.
8. Asserting Oneself	Defending one's rights without violating the rights and feelings of others.
9. Solving Problems	Combining present behaviors to solve a problem or knowing whom to approach if the problem cannot be solved without assistance.

(Rudrud, Ferrara & Rudrud, 1984)

Figure 4: Example of Sioux Vocational School Social Skills Program - Verbal Instructions

1.0 SEEKING ATTENTION

1.1 EMERGENCY

I - Instructor

C - Client

N - Staff member assisting instructor

Verbal Instructions

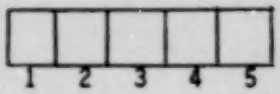
1. I: An emergency is when someone is hurt, sick or falls. What is an emergency?

   C: When someone is hurt, sick or falls.

   CORRECTION: An emergency is when someone is hurt, sick or falls. What is an emergency?

TRIALS

A trial is rated as successful (+) or unsuccessful (-)



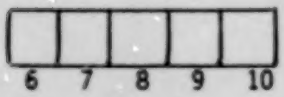


Figure 5: An Example of the Sioux Vocational School Social Skills Program - Role Play

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1.0 SEEKING ATTENTION

1.1 EMERGENCY

Role Play (Instructor Note: Do not administer until you have reached criterion on Verbal Instructions.)

I - Instructor

C - Client

N - Staff member assisting instructor

I: If (NAME) cut his or her arm in the shop, you tell the supervisor, "(NAME) IS HURT, COME QUICKLY." Like this: I turns to N: "(NAME) IS HURT, COME QUICKLY."

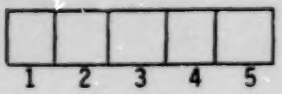
I: OK! Your turn. Pretend (NAME) cut his (her) arm. What should you do?

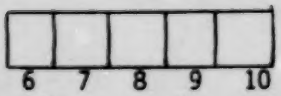
C: Client turns to N "(NAME) IS HURT, COME QUICKLY."

CORRECTION: Watch, I'll do it again. (Repeat role play)

TRIALS

A trial is rated as successful (+) or unsuccessful (-)





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material was distributed and directions for using the material were reviewed. Also, the pre- and post-testing procedures were demonstrated. (A copy of this test can be found in the Appendix.)

Results of the Field Tests

The number of adjustment training centers that participated in the final field testing is listed in Figure 6. There it can be seen that the number of ATCs contacted was 15. Of that original number, 13 responded and sent instructors to a general meeting to learn about the social skills curriculum. Following the meeting, all instructors indicated that they were interested in the material. Of the original 38 instructors who agreed to participate, less than 50% of them returned the desired data. In addition, the number of clients in the study went from an initial 118 down to 30.

This attrition rate in itself tells an important fact about the study. Upon telephone follow-up, the instructors indicated a mixture of negative and positive responses about the curriculum (see Figure 6), and this is probably reflected in the attrition rate. However, it is felt that the rate of return also reflected the time of year (November & December - holiday season), staff problems at some ATCs and a more realistic number of participants than that which was initially promised by the directors of the respective centers.

In Figure 7, the number of skill areas tested is shown. Here it can be seen that most of the clients were only tested in one or two areas. Only 12 were tested in four or more areas, and only two were tested in all nine curricular areas.

Most of the effort by the instructors was put into testing and using the materials from the first three curricular areas which is indicated in Figure 8. These three areas are Seeking Attention (area 1), Complying (area 2) and Telling the Truth (area 3). The two areas used least frequently were areas 5 - Accepting Feedback and area 6 - Being on Task. These two areas are the only ones that require the instructor to observe and chart the behavior of the clients.

Between the pre-test and the post-test was a six week interval during which time the instructional materials could be utilized. The gains in scores from the pre-test to the post-test are presented in Figure 9. Gain scores

Figure 6: Information Promised and Returned by the Adjustment Training Centers During the Operational Field Testing

Centers	Number of Participants Promised	Number of Participants	General Comments
#1	3 Instructors - 3 Clients	2 Instructors - 5 Clients	Positive
#2	1 Instructor - 2 Clients	1 Instructor - 1 Client	Negative
#3	1 Instructor - 3 Clients	1 Instructor - 1 Client	Mixed
#4	3 Instructors - 4 Clients	Dropped Out	Staff Problems
#5	8 Instructors - 32 Clients	Dropped Out	Not Interested
#6	2 Instructors - 3 Clients	1 Instructor - 2 Clients	Positive
#7	4 Instructors - 10 Clients	1 Instructor - 6 Clients	Mixed
#8	2 Instructors - 10 Clients	1 Instructor - 6 Clients	Positive
#9	2 Instructors - 5 Clients	1 Instructor - 1 Client	Staff Problems
#10	2 Instructors - 4 Clients	1 Instructor - 1 Client	Negative
#11	4 Instructors - 10 Clients	2 Instructors - 4 Clients	Mixed
#12	5 Instructors - 30 Clients	1 Instructor - 2 Clients	Negative
#13	1 Instructor - 2 Clients	1 Instructor - 1 Client	Negative
#14	No response		
#15	No response		
Total	38 Instructors - 118 Clients	13 Instructors - 30 Clients	

Figure 7: Number of Skill Areas Tested by Client

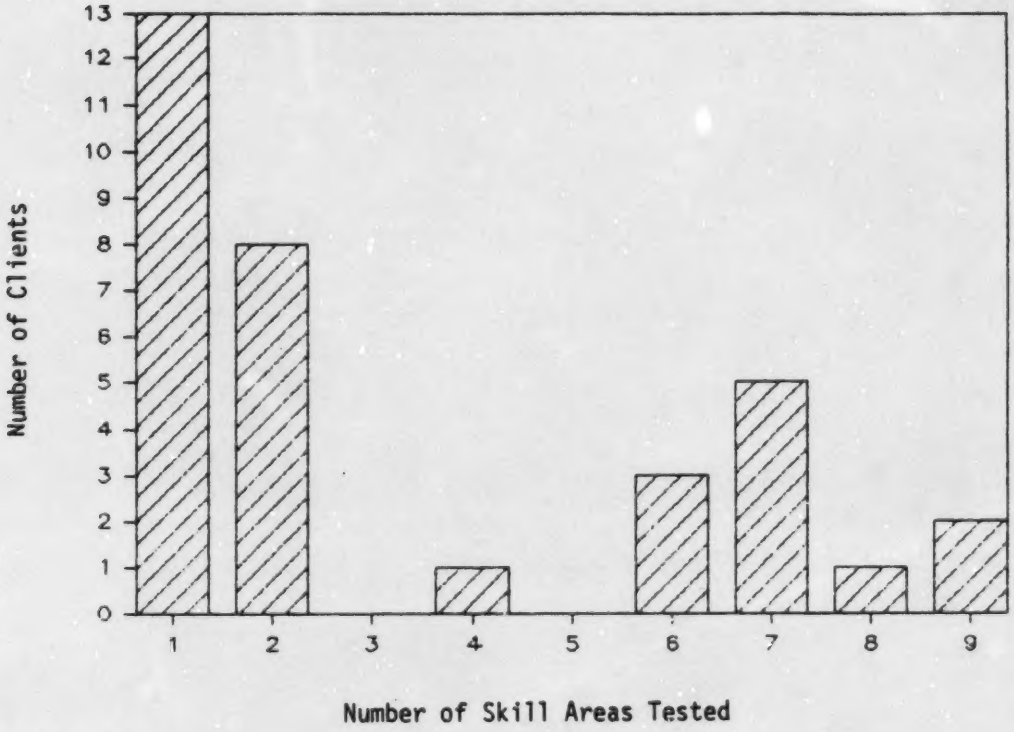


Figure 8: Number of Clients by Skill
Completing Pre- and Post-Tests

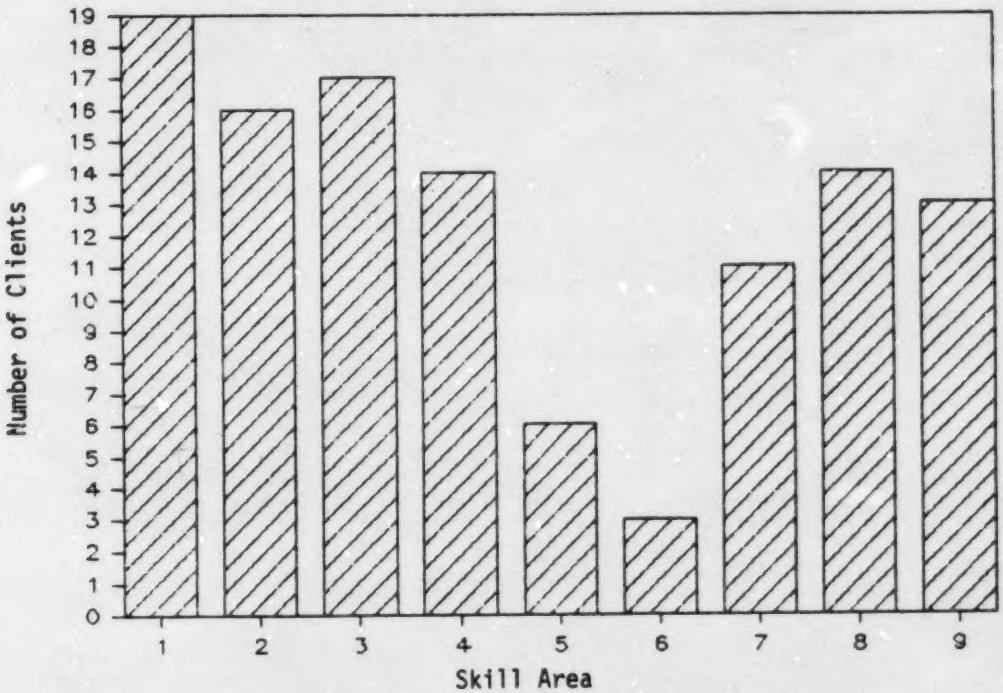
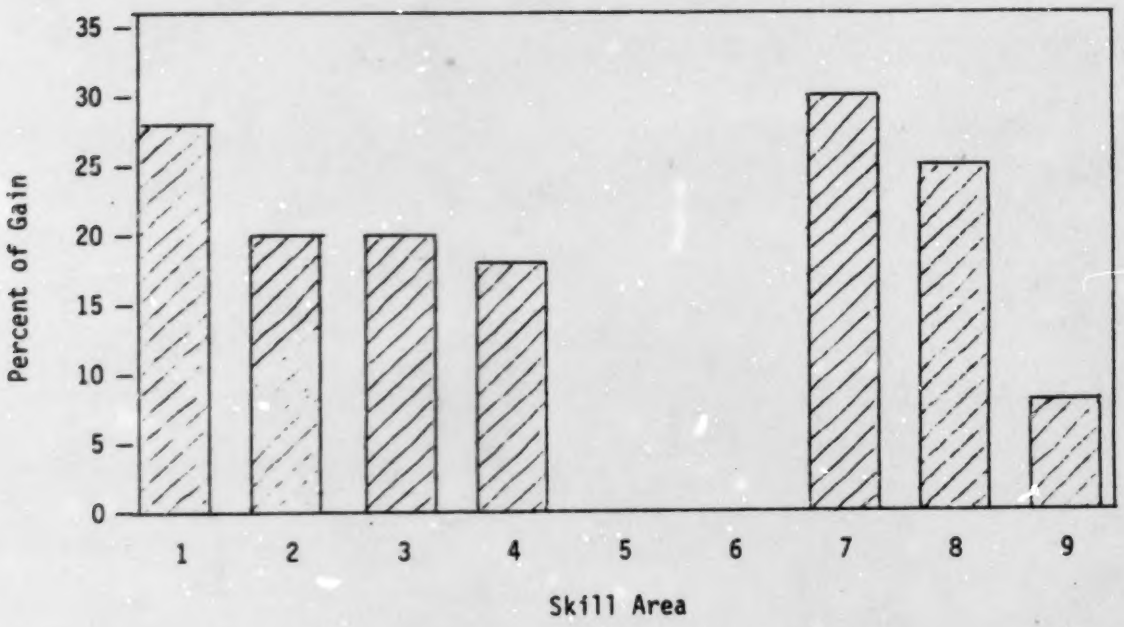


Figure 9: Percent of Gain by Skill Area



for areas 5 and 6 were not calculated because of inadequate data. Of the remaining seven areas, five showed gains of 20 percent or greater. The smallest gain, eight percent, was obtained in area 9 - Solving Problems.

After the data was received in December, each of the instructors was interviewed on the telephone. The responses obtained provided interesting information. In general, their responses were mixed, yielding both positive and negative feedback. Some instructors found the material to be so useful they intended to continue using it even after the study was completed. Others said that even though the curriculum materials had been provided free of charge, they did not anticipate using it in the future

A major theme that was repeated by many of the instructors during the telephone interview was that the materials had to be adapted to fit each client and each ATC's circumstances. Directions had to be paraphrased and/or role playing situations had to be changed to fit the setting. In fact, the major point to come out of the discussions was that probably no social skill curriculum package would be useable with all of the adult mentally retarded in South Dakota. Their needs are too varied and the situations at each of the ATCs are too dissimilar; therefore, the SVSSSC would have to be used as a suggestion only, not as a rigidly prescribed program.

Finally, the instructors emphasized that the pre-test and post-test results could be misleading. Some of the clients could pass the pre-tests in an area, but they could not perform with that level of skill in the workshop or at the living facility. Conversely, some of the clients could not pass the test even though they could evidence that particular social skill at the workshop and living facility. Furthermore, some of the clients could answer the verbal instructions correctly but could not understand role play; even more confounding were those who could role play but could not answer the verbal questions and instructions. Therefore, a serious problem with the curriculum appeared to be with the generalizability of the results from pre- to post-test, from verbal instruction results to role playing results and from test results to actual performance.

Conclusion

The purpose of the grant was to develop a packaged curriculum that could be used by agencies where there might be relatively untrained people as the primary care workers who are helping adult mentally retarded clients improve their social skills. The results were mixed. The clients on whom there was complete information made gains in the relatively short period of six weeks. But there was a high attrition rate of participants which could be explained by a variety of reasons including staff turnover and holiday vacations as well as disinterest in the project or materials. The number of instructors dropped from 38 to 13 and the number of clients went from an original 118 down to 30. Still, if only gain scores are examined, the curriculum package appears to have been somewhat successful.

However, the comments of the instructors who did and did not participate are important to consider. They indicated that the package had to be significantly adapted. Two things come to mind here. First, if the directions are substantially altered in the field testing, this would render the standardization procedures in the field testing and the gain score results as worthless. Second, altering the material would require a fairly high level of knowledge on the part of the instructors. The very reason that the curriculum was developed was to address a situation in which instructors may not have a high level of training. If the instructors need to be highly skilled in the area of social skill instruction in order to use the SVS Social Skill Curriculum, that negates the reason for its being developed in the first place. Perhaps the better alternative to address the quality of social skills instruction of developmentally disabled clients is not the devising of instructional material, but the training of the instructional staff.

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APPENDIX

Sioux Vocational School Social Skills Curriculum

Pre- and Post Test

1.0 SEEKING ATTENTION

+ Correct
- Incorrect

	Pre-Test	Post-Test
1.1 EMERGENCY		
1. If I cut my arm in the shop, what do you do? Correct: Get help from the supervisor right away.	_____	_____
2. If I tell you that I am sick, what should you do? Correct: Get help from the supervisor right away.	_____	_____
3. If this happens, what should you do? (Examiner falls to floor) Correct: Client gets help from a supervisor.	_____	_____
4. If I dropped a heavy box on my foot and hurt my foot, and you see the supervisor talking on the phone, what should you do? Correct: Interrupt the supervisor and have supervisor help	_____	_____
5. If you were sick and threw up on the floor, what do you do? Correct: Tell the supervisor right away.	_____	_____
1.2 EXPRESSING CONCERN/GETTING INFORMATION		
6. If you are in the shop and you need the supervisor, but the supervisor is talking on the phone, what do you do? Correct: Wait until the supervisor is done.	_____	_____
7. If you are working on a project and run out of materials, what would you do? Correct: Either A or B a) sit and raise hand. b) walk to supervisor and say, "Excuse me, I've run out of materials."	_____	_____

	Pre-Test	Post-Test
.8. It's time to go home and you can't find your coat, what do you do? Correct: Find supervisor and say, "Excuse me, I can't find my coat, can you help?"	_____	_____
.9. You are in a store looking for (some item) and you can't find it, what should you do? Correct: "Excuse me, I can't find the (item), can you help me?"	_____	_____
1.3 WANTING TO CHAT WITH OTHERS		
10. In the lunch room two people are sitting together talking and you want to join them, what do you do? Correct: Client says "May I sit with you?"	_____	_____
.11. You would like to have lunch with somebody. What would you do? Correct: Before lunch the client would go to the person and say "Would you like to have lunch with me today? Or I'd ask if I could join them.	_____	_____
12. You are out shopping and you see one of your co-workers and you want to get their attention to say hi and talk. What do you say? Correct: Say hello and ask them if they have time to talk.	_____	_____
13. If you were at a movie theater and walk in and see a co-worker or supervisor sitting and you would like to sit with them, what do you say? Correct: Say hello and then ask, "May I sit with you?"	_____	_____
14. If over the weekend something special happened to you and you wanted to tell your supervisor about it, what would you do? Correct: I would like to tell you about what I did this weekend, can you talk with me now?	_____	_____

2.0 COMPLYING

Prior to compliance training, it is nesessary for the staff to determine if the client can follow the direction and chooses not to (noncompliance) or if the client can not follow the direction because the client has not learned the direction (deficit in ability).

	Pre-Test	Post-Test
1. Let's pretend that you wanted to watch a TV program after dinner but it's your night to do your laundry. The TV program is on and a staff member asks you to do your laundry. What would you do? Correct: Stop watching TV immediately and do laundry.	_____	_____
2. If you are outside the shop talking to your girl/boy friend and the supervisor tells you to punch in and go to work. What would you do? Correct: Stop talking immediately and punch in and go to work.	_____	_____
3. If you are building palletes and your supervisor tells you that you made a mistake and need to re-nail the boards, what should you do? Correct: Acknowledge the supervisor, stop working and re-do the nailing	_____	_____
4. Let's pretend that Bill hit you and you are real mad and call Bill a stupid jerk, stupid jerk, stupid jerk. The supervisor comes over and tells you not to call Bill names and the supervisor leaves. But you are really mad at Bill and he sticks his tongue out at you. What should you do? Correct: Stop calling Bill names	_____	_____
5. Let's say that you are planning to go to the movies with your friend tonight, but your friend gets sick. You really want to go to the movie and ask the supervisor if you can go alone and the supervisor says no, What should you do? Correct: Do not go to the movie.	_____	_____

3.0 TELLING THE TRUTH

+ Correct
- Incorrect

	Pre-Test	Post-Test
1. Bill broke the shop window, the supervisor came to the shop and asked Bill what happened. Bill said he didn't know.		
Did Bill tell the truth	_____	_____
What was the truth	_____	_____
Correct: Bill should tell the supervisor he broke the window		
2. John knows that he forgot to put page 10 in a collating job. The supervisor asks John if the job is done. John says yes.		
Did John tell the truth	_____	_____
What was the truth	_____	_____
Correct: John should tell the supervisor that he made a mistake and re-do the job.		
3. Sally forgot her lunch money. During break, she went to Mary's purse and took 50¢ from the purse. At lunch time Mary asked Sally if she took money from Mary's purse. Sally says, "Yes, I'm sorry."		
Did Sally tell the truth	_____	_____
What was the truth	_____	_____
4. Joe doesn't like Eric. Joe told the supervisor that Eric has been calling him names and hitting him. Eric has been hard at work all day and has not done those things. The supervisor calls both Eric and Joe into his office. Eric says he has been working hard and Joe says Eric was hitting him.		
Who is telling the truth? (ERIC)	_____	_____
Who is not telling the truth? (JOE)	_____	_____
5. Richard took a hammer from the shop because he wanted to use it at home. The supervisor said there is a hammer missing who has it. Richard doesn't say anything.		
Did Richard tell the truth?	_____	_____
What is the truth?	_____	_____
Correct: Richard should have said that he took the hammer.		

4.0 EXPRESSING EMOTIONS

	+ Correct - Incorrect Pre-Test	Post-Test
.1. How would you feel if someone called you a name? Correct: Mad, sad	_____	_____
.2. How would you feel if someone gave you a present? Correct: Happy	_____	_____
.3. How would you feel if someone asked you a question? Correct: No emotion	_____	_____
.4. If you are angry at someone, what should you do? Correct: Tell them you are angry at what they did, please don't do it again.	_____	_____
5. If someone gave you a surprise party, what would you do? Correct: Tell them thank you and that this made you very happy.	_____	_____

5.0 ACCEPTING FEEDBACK

1. Praise the client 5 times. Record how long it takes to get back to work. If it takes longer than 5 seconds to get back to work, the client needs to work on the concept or this area.

   #1 Trial 1____ 2____ 3____ 4____ 5____

   #2 Circle one. a) yes no sometimes* /3

   b) yes no sometimes* /3

   c) yes no sometimes* /3

   *If the client's behavior is inconsistent, criticize his/her work 3 times over a three day period and record the number of times the behavior takes place. If the client does not do these behaviors he needs the Accepting Criticism section of this package.

2. Identify a difficulty/problem in client's work behavior and provide constructive criticism. Record whether:

   a) Client acknowledges the problem.

   b) Client engages in behavior to remediate problem behavior.

   c) Client engages in inappropriate behaviors such as crying, name calling, ignoring, leaving work station, etc.

6.0 BEING ON TASK

Section A

.1. We need to know what the average competitive production rate for the client's job, for five minutes of work.

If you have already established timed norms, write that five minute level below on line A.

A. Job Description_____Units Produced_____Rate_____Units/Min._____

If no such norms have been established, do the job yourself for three five minute periods and write the average on line A.

2. Have the client do his job task for five 5 minute periods (these need not be in a row, or the same day) and record that production on the B line below. Divide each of those numbers by the number on line A and write the dividend on the C lines.

b_1 _____/A = c_1 _____

b_2 _____/A = c_2 _____

b_3 _____/A = c_3 _____ Average Production Percentage _____

b_4 _____/A = c_4 _____

b_5 _____/A = c_5 _____

.3. Find the average of all the numbers on the c lines. If the average is higher than .85, go to part B of this unit pretest. If the number is less than .85, begin work on section 1 of this unit.

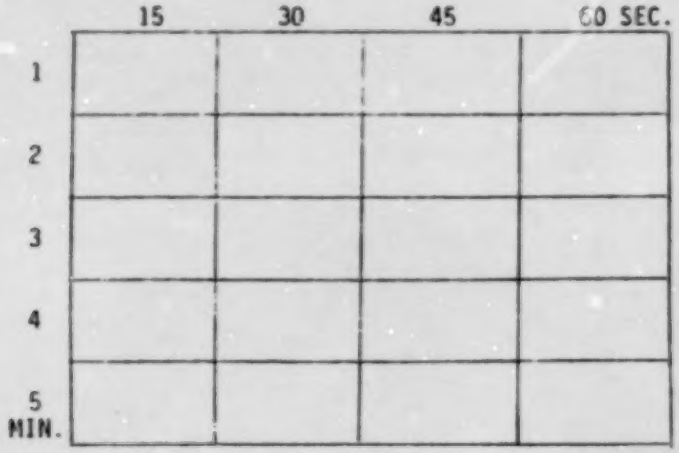
Pretest

Section B

In this section we need to find out how long the client can maintain competitive production rates.

Observe client at work station. Record behavior using 15 second intervals for a five minute period. When the client exhibits on-task behavior and/or production rates equal to 85% of competitive rates record a (+). If the client does not exhibit the behaviors record a (-). On-task is defined as the client is attending to work tasks and engaging in behaviors that lead to the completion of the work task. Eighty-five percent of the competitive rates means the client is producing at a rate that meets or exceeds 85% of the competitive norm production rate.

When a client fails to work during two consecutive intervals, stop the observation. Count the number of plusses and multiply that number by 15 seconds to establish the client's Base Performance Rate. If the base performance rate is less than five minutes (300 seconds), begin teaching in section 2. Record the Base Production Rate on the Section 2 gragh on line X. If the Base Performance Rate is five minutes or more, go to section C of the pretest.



Pretest

Section C

Observe the client at work, during three on the job trials. Record the duration of each job trial below. (The time which elapses between when the client begins work and when he goes "off-task")

1. _____

2. _____

3. _____

Average the three times above. This is the client's Base Performance Duration.

Base Performance Duration _____

If the Base Performance Duration is fifty minutes or more, the client does not need this package. If the Base Performance Duration is greater then five minutes but less than fifty minutes, begin work on Section 3 of this package.

7.0 OBEYING COMMUNITY LAWS

	+ Correct - Incorrect PRE-TEST	POST-TEST
1. What is stealing?	_____	_____
a. What can happen to people who steal?	_____	_____
2. What is shoplifting?	_____	_____
a. What can happen to people who shoplift?	_____	_____
3. Should you buy beer or wine for other people?	_____	_____
a. What can happen to people who buy beer and wine for others?	_____	_____
4. Is it o.k. to hit or hurt other people?	_____	_____
a. What can happen to people who hit others?	_____	_____

P.S. *Is it o.k. to: (Fill in local problem area)

8.0 ASSERTING ONESELF

+ Correct
- Incorrect

	Pre-Test	Post-Test
1. Bill went to a movie and wanted to buy popcorn. He waits his turn but he doesn't get to order. People who have not been waiting as long as he has get to order 1st. What should he do?	_____	_____
Correct: Bill is to say to clerk, "Excuse me, I have been waiting to get some popcorn. I would like to order now."		
2. Sam's family is going on vacation and want him to go along. Sam wants to stay and work to earn more money. Sam's father told him he has to come on vacation. What should Sam do?	_____	_____
Correct: Sam should tell his parents that he would like to stay and work.		
3. John is on a date with Sally. They go to a movie, John keeps trying to kiss Sally. She doesn't like it. What should she do?	_____	_____
Correct: Sally should say, John I don't like it when you try to kiss me, please stop.		
4. Mary always asks Joe for lunch money and never pays him back. What should Joe do when Mary asks to borrow money again?	_____	_____
Correct: Joe should say, "Mary, I don't like it when you borrow money from me and not pay me back, please stop."		
5. Mike takes Laura out for dinner. They order hamburgers and onion rings. The waitress brings the hamburgers but forgets the onion rings. What should they do?	_____	_____
Correct: They should say, "Excuse me, you forgot to bring our onion rings."		

9.0 SOLVING PROBLEMS

	+ Correct - Incorrect Pre-Test	Post-Test
1. If your supervisor asked you to get a bucket of water and rag to wipe a counter and the only bucket you could find was full of dirty water, what would you do? Correct: Empty the bucket and refill with clean.	_____	_____
2. Can you fix a car that doesn't start. Correct: No	_____	_____
3. Who do you ask if you need help? Correct: Appropriate supervisor.	_____	_____
4. How do you ask for help? Correct: Excuse me, can you help me; (Name), I need help.	_____	_____
5. Let's say you are in the storage room and a person just delivered supplies. Your supervisor isn't there. The delivery person asks you to sign the receipt. What should you do? Correct: Find another staff member to sign or send delivery person to front office.	_____	_____